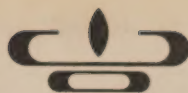


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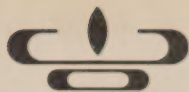
ONTARIO DEPARTMENT OF EDUCATION

SEPTEMBER REPORT, 1967

[interim]

Honourable William G. Davis, Minister





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The Honourable William G. Davis, Minister of Education, announces:

1. SCHOOL ENROLMENT

In September 1966, there were 1,364,871 pupils enrolled in elementary schools and 436,026 pupils enrolled in secondary schools, a total enrolment of 1,800,897. This represents an increase of 62,116 pupils or 3.6% over the 1965 enrolment.

This year the expected elementary enrolment is 1,410,000 pupils and the secondary 456,000, making a total estimated enrolment of 1,866,000. This would represent an increase of 65,103 pupils or 3.1% over the 1966 enrolment.

2. BUILDING PROGRAM

There has been an appreciable reduction, during the first half of this year compared to 1966, in the number of Final Approvals processed in connection with secondary schools. Although the number of projects has fallen, an increase in the number of requests for the approval of alteration work has been experienced. The number of applications for legislative grant on the capital cost of renovating school facilities which are at least 35 years old has declined.

Final Approvals issued for new elementary schools or additions to elementary schools were markedly fewer in number during the first half of this year compared with January-June 1966. This may be attributed to the current centralization program, i.e. the replacement of many small units by a large, centrally located school.

It is worth noting that during the first six months of this year many Boards have been submitting for approval "open" or "flexible" school plans.

In both secondary and elementary schools, the cost of construction has dropped considerably from the peak reached in January 1967. Review and research of school building costs throughout the Province are made jointly by the School Plant Approvals Office and the School Planning Section.

### 3. SCHOOL PLANNING AND BUILDING RESEARCH

Planning guidelines and approval procedures have been established for the Colleges of Applied Arts and Technology. A design workshop on the subject of the new colleges, and incorporating new concepts in Educational Architecture for the 20th Century will be held at Scarborough College early in September.

New brochures on contemporary school plant facilities are being prepared. The areas covered for publication by December 1967 include schools for the mentally retarded, vocational shops, science laboratories and open space planning.

### 4. APPLIED ARTS AND TECHNOLOGY

#### Colleges of Applied Arts and Technology

Boards of Governors have been appointed to administer 18 Colleges of Applied Arts and Technology, and all but one will offer courses this fall. Most will operate in temporary quarters while plans are being completed for the construction of permanent facilities.

There will be places for some 20,000 full-time college students including those from Institutes of Technology, Institutes of Trade and Vocational Centres, which now become part of the college complex in their respective areas.

Conestoga College of Applied Arts and Technology, Waterloo, will begin classes next spring.

#### Advanced Technical Evening Courses

Enrolment in the Advanced Technical Evening Class program was over 6,000 students in September 1966.

Increasing numbers of persons holding A.T.E.C. certificates at each of the three levels are being certified as Engineering Technicians or Engineering Technologists by the Certification Board of the Association of Professional Engineers of Ontario. Appropriate A.T.E.C. certificates are recognized by the Chemical Institute of Canada. Other professional organizations in the process of establishing certification programs have shown keen interest in the A.T.E.C. program. Many secondary school teachers of technical subjects are taking advantage of the program to meet the appropriate educational requirements for advancement in their profession. In

addition the program has the enthusiastic support of industry.

The Algonquin College of Applied Arts and Technology has introduced a satellite system which allows the program to be offered, under the College's administration, in several small communities located in the college district. As more colleges offer the A. T. E. C. program it is anticipated that this arrangement will be extended, thus making the program available to many more adults throughout the Province.

### Retraining Programs

The new Federal Adult Occupational Training Act administered through the Federal Department of Manpower and Immigration permits the Province to act as agent for the training of persons recommended by local Canada Manpower Centres. All courses offered are the result of close co-operation with business and industry to make certain that the graduates meet their requirements.

Counselling is becoming a more important factor in the Retraining Program. Fourteen Counselling Centres are now established and are used by large numbers of people in the community who require information and individual assistance in their efforts to better themselves. Some of these people are referred to university courses, evening school programs or the local College of Applied Arts and Technology.

### Business and Industry Training Programs

In 1966 there was an increase over the previous year of 42.1% in the registration of owners and managers in the Small Business Management Courses. Between January 1966 and June 1967, some 245 courses were held involving 5,571 owner-managers.

The initial course for supervisors was completed in February 1966 and since then 4,261 supervisors have participated in 184 courses. In addition to the basic course, new courses in "Human Relations" and "Work Study" have been added to the program. Early indications are that a high percentage of the supervisors who took the initial course will register in one or both of these new courses to be conducted in the fall of 1967 and the first half of 1968.

Following on the many diversified "pilot" programs in academic and skill upgrading, a large number of small, medium and large industries are conducting more fully integrated programs for

their employees. In the first three months of 1967 approximately 15,000 employed adults were in training compared with 6,120 for all of 1966.

As a result of these training programs, many employed adults have been able to accept new and higher positions of responsibility. It is notable that average attendance for these part-time courses is approximately 95%.

## 5. TEACHER EDUCATION AND SUPPLY

### Elementary

The number of teachers entering the profession from the Teachers' Colleges is 5,600 in 1967, 350 more than last year. Preliminary enrolments in the Colleges this fall indicate that there should be at least the same number of new teachers next year.

Teacher training courses were held again this summer under the Internship Plan. The first summer course in 1966 attracted 67 candidates. Of these, 64 began work in the schools in September, and 51 returned this year for the second summer course. In addition there were 53 new candidates. On completion of the course each candidate will be awarded an Elementary School Teacher's Certificate, Standard 4. A grant of \$500 will be made, in 1967, to boards of trustees on behalf of each teacher certificated through the Internship Plan.

Special courses are expanding, where a sufficient number of students is available to justify their establishment. Certificate courses in Music and in the teaching of French to English-speaking children are offered at several of the larger Colleges. In addition, special courses for students with B.A. degrees were attended by 192 candidates at five of the larger Colleges. The Primary School Specialist Certificate Course, previously offered only at the Toronto College, but extended in 1966-67 to the Ottawa and Hamilton Teachers' Colleges, attracted 50 applicants at all three centres. All of these students were successful.

Beginning in 1967, a complete elementary teacher's course will be available at the Colleges of Education in London and Toronto as one of the options for secondary school certification.

## Secondary

During the 1966-67 school year, secondary school enrolment increased over the previous year by 4.1% or 17,288, to a total of 436,026. The total number of secondary school teachers employed during the same period was 24,242, an increase of 2,073 or 11.9%.

Even though the demand for more teachers rises with the normal increase in population, the rate of availability of university graduates is beginning to grow more rapidly than the overall population. Statistical studies indicate that, assuming the teaching profession continues to attract 30% of university graduates eligible for admission to a College of Education, the supply of qualified teachers will steadily improve in the years ahead.

The total number of candidates who received training in 1966-67 in the various courses of the Colleges of Education was 9,710. Of these, 990 attended the full-year initial teacher training course at the College of Education, Toronto, and Althouse College, London. The rest attended summer sessions in 1967 at Kingston, London, Ottawa and Toronto.

At the Ottawa summer session, 140 students attended the Professional Six Weeks' Course and the Vocational Commercial Courses (CV2 and CV3), held under the auspices of the College of Education, Toronto.

There was an enrolment increase in Type A Seminars from 679 in 1966 to 931 in the summer of 1967.

A six-week, "Intensive French Course", was attended by 112 elementary and secondary teachers of French, to improve their fluency, methodology and knowledge of French and French-Canadian customs and traditions.

Of the utmost importance to teacher training in Ontario was the announcement of the phasing out of the Emergency Summer Courses. The Initial Summer Course will be offered for recent university graduates for the last time in 1968. This group will attend the final Completing Course in 1969. Subsequently, only mature graduates entering teaching will be able to

qualify by attendance at summer courses. Recent graduates will attend the full-year course.

To improve teacher recruitment, admission requirements to the Colleges of Education have been revised in cases where a more liberal policy might be introduced without lowering standards.

## 6. GENERAL LEGISLATIVE GRANTS

Realizing that the rising cost of operating elementary and secondary schools is placing an extreme burden on local ratepayers, the Government has increased the appropriation for General Legislative Grants for elementary and secondary schools to \$443,000,000 for the fiscal year 1967-68. This is \$60,000,000 more than last year.

A new capital grants plan was announced based on changes in the method of determining eligibility for grant on capital projects receiving final approval by the Department of Education on or after January 1st 1967. A subsequent amendment extends the benefits of the new plan to all capital projects approved during the calendar years 1965 and 1966.

The extension, by substantially reducing the cost to school boards at the local level, will recognize the efforts of many newly established boards, which through amalgamation into larger units of school administration are providing better facilities and improved programs of instruction.

The cost of the revisions will increase grants to local boards in 1967-68 by an estimated \$6 million and reduce their obligations by a corresponding amount.

The Department's appropriation for the reimbursement of boards which provide education for children living in the territorial districts in areas not under the jurisdiction of a school board is \$9,000,000 for 1967-68.

The provision for grants for public library boards, recreational programs and the education of retarded children is over \$11,000,000.

## 7. CURRICULUM

Reorganization of the Curriculum Section, announced in August 1967, calls for the grouping of related subjects into four broad areas to replace the former system of individual subject treatment.

1. The Humanities - This area will include English, Français, Modern Languages, the Classics and specialist work in Primary Reading. Group Chairman will be Charles H. Williams, formerly of the Department's Policy and Development Council.
2. Mathematics and Science - Garth Kaye, formerly a Curriculum Section specialist in Mathematics, will be Chairman.
3. Social Sciences - including History, Geography, Social Studies, Government and Economics. A.T. Carnahan, previously the Curriculum specialist in Geography, has been appointed Group Chairman.
4. General - For the present, this group will include Art, Music, Physical Education, Commercial, Technical and Industrial Arts, and Home Economics. It will be chaired by J. K. Crossley, who has been attached to the Provincial Committee on the Aims and Objectives of Education.

The specialists in subject areas who previously have been designated as Subject Inspectors are now known as Program Consultants.

They are responsible to the Curriculum Section and will work in the schools, in seminars, workshops and other in-service activities through the senior educational officers of local authorities.

The changes will assist teachers, principals and boards in the development of new programs and provide greater flexibility and responsibility at the local level.

### Courses of Study

Interim revisions of Science, Physical and Health Education, and Music courses for Kindergarten, and the Primary and Junior Divisions have been published. A general Introduction and Guide to the series has also been issued.

A curriculum committee has been at work on new courses of study for Grades 9 and 10 French, to follow up those for Grades 7 and 8 which came into effect last year. The new courses will be ready early in 1968.

A new course of study in Italian, Grades 11 to 13, has been developed.

In 1966-67, courses in Methodology for training elementary school teachers of French were introduced in several Teachers' Colleges. They are supplemented by summer school courses at Ottawa and Toronto.

The six-week summer "immersion" program in French, at Elliott Lake, with its emphasis on improving oral proficiency, was attended by elementary and secondary school teachers of French.

A special one-week course in audio-visual techniques and equipment was offered to a group of secondary school teachers in August.

A Curriculum Committee on Grade 13 English is working on the reorganization of the Grade 13 course. Recent changes in examination policy and innovations in the English curriculum for the final year of secondary school in our own and other jurisdictions, make this revision possible.

A number of selected secondary schools across the Province will undertake an experimental year in English for Four-year students, using tentative guidelines prepared by the Curriculum Committee on Four-year English. These guidelines develop ideas presented in the Recommendations made public in March 1967, and after the pilot year they will be amended and made available to all secondary schools.

Mathematics Committees are presently working on revisions of Grade 11 and Grade 12 courses for Four-year and Five-year Programs in all branches.

The Computer Science experiment in Grade 12, which was conducted in 14 schools in 1966-67, has been expanded to a two-year (Grades 11 and 12) program. About 35 classes will be involved during 1967-68.

In technical subjects, two courses of study will be introduced in September 1967. Electrical Technology, is intended for use in Grades 11 and 12 of the Four-year Science, Technology, and Trades Program. Industrial Physics, is designed for Grades 11 and 12 of the Five-year Program.

Since the distribution of "The Restructuring Proposal for Secondary School Technical Courses", a great deal of interest has been aroused in the integrated course concept. A considerable number of schools have received permission to proceed with experimental courses which implement the integrated approach.

Several schools are conducting experimental courses in Consumer Economics for Four and Five-year students in Grades 11 and 12.

The new Data Processing courses, introduced for the first time last year, are being incorporated into the Business and Commerce programs of many more schools throughout the Province this September. Over 300 teachers completed courses in Data Processing this summer at the Colleges of Education in Toronto and London.

#### Guidance Services

Progress has been made in several projects related to the Guidance Program in the schools.

1. A major revision and updating of the courses for Group Work related to Guidance is almost complete, and will be available in trial form early in the fall term.
2. A study is being made of the Occupational Program. The findings will provide the basis for improvement in this important part of the secondary school syllabus.
3. Regular summer courses in Guidance were provided at Kingston, Timmins, London, and Toronto, and the innovation in counsellor training, begun in 1966, has been extended from Toronto to other centres across the Province, namely St. Catharines, Hamilton, Guelph, Ottawa, and London. Nearly 200 experienced counsellors spent a major part of their summer in business, industry, and government services, studying the sequence of

operations involved, for example recruitment and induction procedures, personnel practices, production methods, distribution and merchandising, data processing, trends and developments, and educational and vocational opportunities within the different organizations. This project received splendid support from the business community and will, undoubtedly, result in improved liaison between school guidance workers and local employers. About 1,170 counsellors-in-training were enrolled in these various programs designed to equip them specifically for guidance duties in the elementary and secondary schools.

4. Two interesting series of television programs in Guidance are being produced for the new school year. The first will deal with adjustment to a changing world of education and employment. The second will attempt to point out to students the practical values of a variety of school subjects.

5. More adequate guidance programs in the elementary schools may be expected as courses are updated and larger numbers of guidance workers become qualified. The Department is encouraging an earlier start in the gradual development of the skills necessary for wise educational and career counselling.

#### Centennial School Projects

In the 1966-67 school year, Ontario teachers received five editions of Project 67: Centennial News for Ontario Schools. Two further issues will be released during the fall term. The Project 67 newsletter encouraged and publicized Centennial projects and activities in schools, and kept schools informed about Expo '67 and organizations such as the Centennial Commission.

Each Ontario school has also been sent Canadian Historical Calendars, a Fathers of Confederation Portfolio, and a Historical Flags of Canada Portfolio. A long-playing record entitled The Confederation Story will be distributed to schools in September.

Ontario students were extremely active in Centennial Tree Planting, Federal-Provincial Youth Travel, and Centennial Athletic Awards Programs. The Department has encouraged studies in local history and visits to sites of historical and national interest. Many imaginative, educational Centennial

projects have been undertaken by the schools.

Every Ontario student (Grades 1 to 13) has received his/her Centennial medallion issued by the Centennial Commission through the Provincial departments of education. The Ontario Department of Education's distribution to the schools was arranged to coincide with the observance of Commonwealth and Citizenship Day, May 22.

#### Provincial Committee on Aims and Objectives of Education

The Provincial Committee on Aims and Objectives of Education is in the final phase of its work. More than 100 briefs have been considered; delegations of committee members have examined specific aspects of education in centres throughout the world; professional reports have been received; and various educational institutions continue to serve in an advisory capacity. The preparation of the Report to the Minister is well under way and is expected to be ready early in 1968.

#### Textbooks

Circular 14, which lists textbooks approved for use in most courses of study authorized for the schools, was distributed in January 1967. The publication lists approximately 125 additional textbooks. Some of them were added to the established listings, while others were for new courses. Circular 14A, a supplement which listed additional textbooks, was published in May 1967.

The change in the 1967 grant structure for textbooks has been well received by school boards and publishers. The change to average daily enrolment in computing textbook grants, as well as the increase allowable for grants for textbook expenditures of up to \$3.00 per pupil in excess of the 1966 limits (at the board's percentage rate), has resulted in additional grants being spent on textbook purchases.

Circular 14's Canadian policy, that is, a preference for Canadian texts, is being maintained. However, in certain specialized areas, or where the market is not large enough for Canadian production, textbooks from foreign sources may be approved. For instance, in order to provide students with a wider choice of recently developed materials in third language instruction, and pending the development of more Canadian materials, foreign textbooks are listed.

There has been a widening of approval of textbooks for Grades 1 to 6 to include books that allow more diversified methods in the presentation of a course.

## 8. EXAMINATIONS, ADMISSION TESTS, AND DIPLOMAS

The new Ontario Tests for Admission to College and University were administered by the Ontario Institute for Studies in Education. They comprised a Scholastic Aptitude Test and Achievement Tests in Mathematics, Physics, and English Composition. Some Ontario universities have considered the results of these tests, together with the reports from school principals, and the Grade 13 examination results, in determining final admissions for this fall.

No Grade 13 Departmental examinations will be provided in 1968. School leaving examinations will be the responsibility of the schools. University admission in 1968 will be based on Grade 13 marks provided by the schools, principals' reports, and to some extent the results of the 1968 OACU tests. The Secondary School Honour Graduation Diploma will be issued on the basis of any seven Grade 13 credits on recommendation by the principal of a secondary school or an inspected private school.

### Letters of Standing

A Letter of Standing having the force of an Interim Elementary School Teacher's Certificate (Standard 1, 2, 3, or 4), an Interim High School Assistant's Certificate Type B, an Interim Vocational Certificate Type B, an Interim Commercial-Vocational Certificate Type B, or an Interim Occupational Certificate Type B (Practical Subjects), is now granted to persons from any part of the world who have the necessary qualifications. A Letter of Standing (Renewable) having the force of a Special Certificate to teach one subject only may be granted to persons from any part of the world who have special qualifications in this one subject, but who do not meet the requirements for teaching general subjects. Information about Letters of Standing may be had from the Registrar of the Department.

### Scholarships for Study Outside Ontario

Department of Education Scholarships were awarded to four Ontario teachers for post-graduate studies outside Ontario

during the 1967-68 school year: Mrs. Glenna Davis of North York Board of Education, Willowdale; Miss Jessie Graham, Fort William Collegiate Institute; James R. McArthur, Dundas District High School; and Howard G. Wilker of Chesley Avenue Public School, London. They will study respectively at Columbia University, New York; University of Paris, France; University of London, England; and Atlantic University, Florida. They are under agreement to give three years' service to Ontario education on their return.

#### Teacher Exchange

In 1967-68, thirty Ontario teachers will teach outside the Province on an exchange. Twenty-six will go to the United Kingdom, and one to the USA. The other three remain in Canada; one to teach in British Columbia, and two in Quebec.

### 9. PROFESSIONAL DEVELOPMENT

The primary responsibility of the Professional Development Section is the promotion of in-service growth of teachers.

This year, the Department offered 27 different courses in 59 summer schools located in 33 Ontario communities. About 13,500 elementary and secondary school teachers enrolled. A staff of 900 instructors provided leadership for these courses.

During the past school year, 26 school boards sponsored 28 winter courses with a total enrolment of 3,115.

In conjunction with the Supervision and Curriculum Sections, in-service programs in Mathematics, History, English, Physics, Chemistry and Biology were held in 20 Ontario communities during 1966-67.

### 10. SCHOOL LIBRARIES

The development of school libraries in the Province is evidenced by the recent appointment by many boards of library supervisory personnel to establish library programs geared to the special needs of each school. Many boards are also taking advantage of the increased library grants on expenditures of up to \$9.00 per pupil based on average enrolment.

The School Library Collection, P2,J2, a buying guide for library books for Kindergarten and Grades 1 - 6, was made available early in 1967. A similar guide to books suitable for Grades 7 and 8 is in preparation. The book list for secondary school libraries is being revised and enlarged. A handbook to help in the setting up of elementary school libraries or the reorganization of existing collections has also been published by the Department.

## 11. PUBLIC LIBRARIES

A new Public Libraries Act, effective January 1, 1967, provides for the establishment of 14 regional library systems. Within each system, library boards are established by local municipalities. The 14 systems are now in operation, and all but three of the regional boards have appointed directors.

The basis of the new Legislation is the report Ontario Libraries: a Province-wide Survey and Plan by Francis St. John, who recently commented, "It is seldom that a surveyor is able to see such rapid implementation of as many of his recommendations into law...."

An allotment of \$6, 600, 000 in grants to public library boards has been made for the current fiscal year.

Part II of the Act provided for the establishment of the Ontario Provincial Library Council, an advisory body of 24 members. The Council held its first meeting in June.

## 12. COMMUNITY PROGRAMS

District Representatives of the Community Programs Section report greater interest in community-wide planning for recreation and organized leisure activities as an outcome of the Minister's Conference on Recreation held in November 1966. The Conference was attended by just under 500 delegates, including mayors or reeves, municipal recreation committee chairmen, and other representatives of municipal government. The delegates heard speakers from throughout North America and panel discussions were held on the organization and creative use of increased leisure.

The sessions were run by a staff of professional recreation workers from across Ontario. The Section's District Representatives are committed to undertake a series of community conferences that should bring improved planning and programming to the attention of local authorities in all parts of the Province.

Specialists in the Section assist and advise a large number of voluntary organizations in leadership training programs. They include such groups as the Ontario Craft Foundation, the Society on Aging, the Canadian Association for Adult Education, and the Ontario Drama League.

Five drama trainees, sponsored by the Community Programs Section, will study at repertory theatres in England next year. On their return, they will give leadership in Ontario's theatre program.

Specialists and field staff have worked on community development projects with the new Indian Development Branch of the Department of Social and Family Services.

The Recreation Diploma Course will be offered in September 1967 at Centennial College of Applied Arts and Technology, Scarborough. In the 1966-67 academic year, diplomas were awarded to 30 graduates of the two-year course.

The Leadership Development Program in May 1967, was a six-day training course in human relations. It was held at York University, and 106 community leaders in adult education attended. In future, the Section will continue this type of training as part of the Leadership Development Program.

District courses for adult education leaders were held at Whitby, Kemptville and Guelph in July. Another course will be offered at Quetico Training Centre in September. These five-day courses will have been attended by about 350 leaders from more than 150 Ontario communities.

Under the terms of the revised regulations the total grants paid to 363 municipal councils for programs of recreation rose to over one million dollars.

The new Ontario Regulation 68/67 provides for the

issue of certificates to qualified arena managers. Grants will be made to municipal councils for the salaries paid to them.

Between July 1966, and June 1967, approximately 260 projects were approved for grants under the federal-provincial Fitness and Amateur Sports Agreement. Three hundred and fifty-six students were assisted with scholarships and bursaries under this program. A grant of \$3,500 was paid toward the services of recreation consultants with the experimental youth training program of the Juvenile and Family Court and the Woodgreen Community Centre in Toronto. The majority of projects were sports clinics for coaches.

### 13. YOUTH BRANCH

The Youth Branch is assisting communities in identifying the needs of youth and in the development of appropriate programs of recreation, education and employment. A number of studies were made throughout the Province during the past year.

Walpole Island Indian Reserve. As one of the results of a report published in May, the Branch is co-operating with the Day Nurseries Branch, Department of Social and Family Services, in the establishment of a day nursery on Walpole Island.

Interim Research Project on Unreached Youth in Metropolitan Toronto. The first of two studies of the causes of alienation and deviant behaviour among youth is complete. A report will be available shortly.

Youth and Resources Study - Northwestern Ontario. Four phases of this six-phase project have been completed. Five communities are proceeding with Phase Five, that is, the implementation of programs at the local level for the improvement of the community and its young people. The project is co-ordinated by the Quetico Centre and the Youth Branch. A final seminar, evaluating the entire project will be held in 1968.

Youth and Resources Study - Northern Ontario. As with the similar study in Northwestern Ontario, this project also is in the implementation phase.

"Youth 1967", an investigation into the needs of youth in Port Credit and the Township of Toronto, is underway. The study is sponsored by the Youth Branch together with the Rotary Clubs of the district, the Community School Committee and the Peel County Social Planning Council. Suggestions and recommendations to agencies working with young people will be compiled in a report to be issued on the completion of the study.

#### 14. SCHOOLS FOR THE DEAF AND BLIND

This fall, the Ontario School for the Deaf in Belleville will inaugurate a one-year course to train teachers of the deaf. About 30 persons, all experienced teachers or graduates from teachers' colleges, are expected to enrol. The new plan replaces the practice of training teachers through summer courses and in-service programs.

An increase of 60 students over last year is projected for the two schools for the deaf. Combined total enrolment should reach 860 this September. Improved diagnostic and pre-school services are contributing to the early identification of hearing disabilities in more children who can profit from residential school programs.

The Home-Visiting Teacher program, for pre-school deaf children, is answering a greater number of requests as the service becomes better known. The program prepares the young children for admission to a residential school and assists parents in training them.

#### 15. TRAINABLE RETARDED CHILDREN

In September 1967, there will be 103 Schools for Retarded Children operated by 95 Retarded Children's Education Authorities.

Summer courses for teachers of trainable retarded children were held at the Ontario Hospital School, Orillia, with the co-operation of the Department of Health. Enrolment was: 88 teachers in Part I, and 37 in Part II.

In the last school year, inspectors from the Schools for Retarded Children Section emphasized curriculum planning in their visits with local inspectors, principals and teachers. The Ontario Association for Teachers of Trainable Retarded Children, with the assistance of this Section, organized seven regional teachers' workshops.

The Centennial Athletic Program, carried out during the year in conjunction with the Canadian Association for Retarded Children, provided an impetus for improvement in Physical Education programs.

#### 16. ONTARIO HOSPITAL SCHOOLS

The Department of Education is operating educational programs for mentally retarded children in seven Department of Health facilities. Expansion of the programs will bring the staff in September 1967 to 128 teachers and six principals. The expected pupil enrolment is 1,280. The number of teachers more than doubles the 1966 figure of 51.

Classes are provided for both educable and trainable retarded children. Special classes are provided for children who, in addition to being mentally retarded, may have impaired hearing, or may be visually handicapped, emotionally disturbed, perceptually handicapped, or orthopaedically handicapped.

Experimental curriculum guides, developed by teacher committees last year, will be implemented and evaluated in the new school year. The teachers and Department of Health staff work together in the classroom.

#### 17. SPECIAL EDUCATION

During the school year 1966-67, some 1,900 special classes for pupils with physical and learning problems were in operation.

Recent changes in legislation have emphasized that special education is part of the regular school program, that all educable children are the responsibility of the school system,

and that access to special programs is the right of all children who can benefit from such programs. In the past year inspectors made detailed studies of the problems of special education in their respective areas, and visited outstanding projects in other jurisdictions. The result is that greater emphasis will be placed on the needs of these children in the coming year.

The first bilingual inspection of special education programs was made last year.

A Resource Centre will open in Sudbury shortly. It will contain a technical section to help boards in the area in providing special education services.

Five regional education consultants have been appointed to aid children with mental and emotional disorders. They will work with the diagnostic centres established by the Department of Health.

Special Education Courses were given this summer in three centres - Toronto, Sarnia, and Sudbury. The Toronto courses included the following areas of specialization:

Special Education in Secondary Schools

Home Instruction

Introduction to Diagnostic and Remedial Work

Teaching the Educable Retarded

Speech Correction (this option includes work for teachers of  
hard-of-hearing pupils)

Education of the Hard-of-Hearing

Education of Gifted Children

Education of the Neurologically Impaired

The Slow Learner and the Educable Retarded

Advanced Speech Correction (this option includes work for  
teachers of hard-of-hearing pupils)

Advanced Course - Education of the Hard-of-Hearing

Education of the Emotionally Disturbed

Speech

Clinical Practicum

Individual Assessment

Diagnostic and Remedial Practicum

More than 1,360 teachers enrolled in these options to improve their qualifications to teach exceptional children. One hundred and seventy-six teachers completed the academic requirements for the Specialist Certificate in Special Education.

In August, the Department of Education and the Parents' Association for Children with Learning Disabilities co-sponsored a one-week training program for teachers and parents of neurologically impaired children.

## 18. SUPERVISION

### Decentralization

The ten administrative areas into which the Province has been divided have been in effect now for one or two years. The central office of the Department has been relieved of a substantial amount of routine reporting and correspondence.

### School Supervision

The number of Provincial inspectorates is being reduced each year as the formation of municipal inspectorates permits boards to assume responsibility for the major portion of school supervision.

In the Midnorthern area with offices in Sudbury, a Resource Centre has been established with a professional staff of ten, to provide rural areas and small urban municipalities with some of the special benefits formerly possible only in larger cities. A remedial reading van will travel through this area to assist pupils with reading disabilities.

### Larger Units of Administration

In furthering a policy of providing equal educational opportunity for all children in the Province, the number of boards formed by the amalgamation of smaller units has increased. For example, in elementary schooling last year, 13 townships containing 77 former school sections in Hastings county came together to form one public school board, Hastings County School Area No. 2. In secondary education, Stirling-Rawdon High School District and Centre-Hastings High School District com-

bined with the Bay of Quinte Board, thus giving greater variety in courses and options to students in that part of the Province.

This consolidation of school administrative units has been in progress since Bill 54 came into effect on January 1, 1965. The number of elementary school boards in Ontario dropped then from 2,287 to 940. Subsequent consolidation brought the number at the end of 1966 to 883. This, compared with 1945, when there were 4,847 elementary school boards, represents a reduction of 81.8%. In 1945, the number of school boards of all types across the Province stood at 5,649. The 1966 total was 1,604 a 71.6% decrease.

Separate school boards, too, are combining into larger units to increase the variety of facilities offered to their students, and to permit specialization of services not formerly possible for individual boards.

#### The Northern Corps, and Assistance to Isolated Schools

Three separate plans to provide equal educational opportunities to pupils in the more remote regions of the Province were initiated in 1966-67.

One was the establishment of a Northern Corps of teachers to staff isolated one-room schools which had a history of unqualified teachers. The Corps had 13 members last year. For the 1967-68 school year, there will be 20 members. Special financial assistance is given to the school boards involved. The teachers, selected from a large number of applicants, attended an orientation course at North Bay in August to prepare them for the special needs of isolated areas.

The other two plans involved financial assistance to encourage school boards in remote areas to amalgamate or to enter into agreements to transport students to central schools which can offer better educational opportunities. Up to now, 20 approvals have been given to boards under these arrangements.

#### 19. TRANSPORTATION OF PUPILS

Approximately 370,000 pupils were provided with

transportation to public, secondary and Roman Catholic separate schools last year. The increase, approximately 38,000 more than the previous year, is a further indication of the growth of centrally located graded schools in rural areas for elementary pupils, and the extension to more pupils of the different programs offered in secondary schools.

For pupils living in the territorial districts more than 15 miles from a secondary school, an elementary school board, in lieu of transportation, may reimburse the parents up to \$3.00 per day for board and lodging costs when that pupil attends secondary school and lives away from his home community. If a pupil in a territorial district is not a resident of a secondary school district or an elementary school area, the board of the secondary school which he attends may pay up to \$3.00 per day for board and lodging and receive full reimbursement.

## 20. CORRESPONDENCE COURSES

Enrolment in Correspondence Courses during 1966-67 was 35,134, substantially more than the previous year's figure of 32,857. Enrolment in secondary school courses was 31,375. There were 2,894 adults studying English and Mathematics at the elementary school level, and 317 adults in Trades courses. More than 95% of the students were employed.

The number of children in the regular and bilingual courses at the elementary level was 548.

Correspondence Courses are extremely valuable to persons who have irregular hours of employment. Thousands of adults obtained standing in the one or two subjects which they required to secure a Statement of Standing, Graduation Diploma or Honour Graduation Diploma needed to gain promotion in their jobs.

Last fall, subjects in the Business and Commerce Branches of both the Four and Five-Year Programs were introduced. Although most of the students in this group enrolled in Bookkeeping, Shorthand, Typewriting and Business Practice, many others found the courses in Business Organization and Management, Accounting and Business Law most useful.

More than 30 new courses are being introduced in September 1967. These courses in the Four-Year Programs in Arts and Science; Business and Commerce; and Science, Technology and Trades will enable students to gain Graduation Diplomas in their fields of interest, and to qualify for regular admission to the Colleges of Applied Arts and Technology. Although the Section offers courses in New Approach Mathematics for all secondary school grades, it also offers traditional Mathematics at all secondary school grade levels, including Algebra, Geometry and Trigonometry in Grade 13.

Courses in the elementary section are designed for any Ontario child who cannot attend school because he is ill, or lives in an unusually remote area of the Province, or has accompanied his parents to another country where business or official duty takes them. Pupils in 50 foreign countries are being instructed by the Correspondence Courses Section and will be able to fit back into school when they return to Ontario.

Correspondence lessons are supplied and corrected free of charge to the student. Textbooks are lent to students from Grades 1 to 12. Grade 13 students are required to provide their own textbooks.

## 21. AUDIO-VISUAL SECTION

### Film Service

Between January and June, 52, 229 films were circulated to elementary and secondary schools. There was an increase of 5, 233 distributions over the same period last year.

In addition, 35 boards of education are now operating their own film service with approximately 7, 000 film prints on extended loan from the Audio-Visual Education Section. A new film catalogue supplement lists 104 films acquired since the publication of the 1966 supplement. Many of these were bought at the request of the Curriculum Section, and correspond to curriculum changes.

New film libraries at Pembroke, Vaughan Township

and the Metropolitan Separate School Board got help from the Audio-Visual Section in establishing local film service.

### School Radio Broadcasts

One hundred and forty-four school broadcasts for elementary and secondary schools were given between January and June. These programs were prepared under the supervision of the Departmental Radio Committee and presented in co-operation with the Canadian Broadcasting Corporation and private radio stations. Eighty-nine of the programs were produced by the Ontario Department of Education, 28 were produced by the CBC. Twenty-seven other programs were made possible through the British Broadcasting Corporation.

Copies of radio manuals were sent to schools so that all Ontario teachers would be familiar with the programs available. Surveys conducted by the Department indicate that radio broadcasts are making a valuable contribution as a teaching aid.

The Quebec Department of Education is provided with radio broadcast manuals for use in English-speaking schools in that Province.

## 22. EDUCATIONAL TELEVISION

After careful study of educational television activities in other countries, followed by limited programming during the spring of 1966, the Department of Education established the Educational Television Branch on July 1, 1966. During its first year, the schedule of the Branch extended over 165 half-hour periods. Programs dealt with a variety of subject areas and were aimed at a wide range of grade levels. Through the co-operation of the broadcasting stations, nearly all schools in the Province were able to receive these programs.

Since the full educational use of the medium will be realized only through a network of educational TV stations, the Department of Education presented several briefs to the Board of Broadcast Governors during the past year. The briefs

emphasized the need for immediate allocation of channels for educational broadcasting.

The ETV Branch is divided into two sections, Education and Operations. The Education Section is concerned with exploring the educational use of television, does research and evaluation, and plans programs. Work in this last activity is carried out with the Program Branch of the Department and with classroom teachers. The Operations Section is responsible for the production of programs, scheduling on TV stations, and advising school boards on TV equipment and technology.

Both sections have been expanded to prepare for 1967-68 activities. To assist teachers in the best use of television, the Branch has instituted a plan by which five teams, each consisting of an educator and a technician, will travel about the Province in fully equipped vans, conducting workshops and seminars on the use of educational television.

#### Educational and Technical Advice

Members of the ETV Branch met many times with school boards and teachers to provide information and advice on the educational and technical aspects of television. The Branch's Technical Adviser, in particular, received many requests for guidance on the reception, storage, and redistribution of ETV programs.

#### Workshops

Two workshops were held during the year. They aimed at providing an insight into the characteristics of television and the planning and production of programs. The first workshop was held in November at Ryerson Polytechnical Institute, Toronto, for teachers who had been invited to serve on committees planning programs for the 1967-68 schedule. The second workshop took place in June at Scarborough College, University of Toronto. It was attended by two masters from each of the 13 Teachers' Colleges.

#### Evaluation of Programs

In order to assess the success of programs broadcast

and determine desirable changes in programming policy, two systems of program evaluation were developed. The first was based on the general distribution to schools of questionnaires requiring checked answers only. The second approach aimed at a qualitative assessment of programs by a group of teachers invited to assist in this work. The teachers' response showed keen interest in the role that television can play in the classroom.

### Program Schedule 1967-68

The schedule for 1967-68 comprises 297 half-hour periods. In most cases these periods are broken down into 10, 15, and 20-minute programs. Several programs are broadcast twice, thus giving teachers some flexibility in working out a broadcast timetable, or enabling them to use the second broadcast for review. Programs cover all divisions, from primary through to high school, and include the following subject areas: English, Mathematics, Science, Social Studies, Geography, Guidance, French, Data Processing, Trades and Technology, and Biology. The Biology studies will be broadcast in colour, on Saturday mornings. Many of the programs will be in French, for use in bilingual schools. Programs directed to teachers will be in the areas of Professional Development and Curriculum Updating.

### 23. CREST THEATRE HOUR COMPANY

In 1966-67 the Crest Theatre Hour Company travelled some 9,000 miles in Ontario and gave 250 performances to approximately 110,000 secondary school students in junior and senior grades. Four classes in reform institutions were included in the program on an experimental basis.

The Company will begin the 1967-68 season with visits to schools in eastern Ontario.

At the end of September, the Company will be one of five theatre groups from across Canada participating in the Inter-Provincial Festival at the Youth Pavilion at Expo '67. Two of the other young theatre companies taking part in the Festival are from Quebec, and one each from Manitoba and British Columbia. The Cultural Exchange Office of the Ontario Department of Education



